



USE OF LIBRARY AND INFORMATION RESOURCES BY THE FACULTY AND PG STUDENTS IN SELECTED PHARMACY COLLEGES OF TELANGANA STATE

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Abstract

This study investigates the use of library and information resources among faculty and postgraduate (PG) students in selected pharmacy colleges within Telangana State. Recognizing the evolving role of libraries in the digital age, the research explores the extent to which these academic stakeholders engage with various resources to enhance their educational and research endeavors. Through a quantitative survey approach, data is collected from both faculty and PG students, analyzing patterns, preferences, challenges, and satisfaction levels related to resource usage. The purposes for resource utilization indicate that 81.8% use subject books for reading, 79.72% use general books, 78.76% engage in general study, 77.8% update their knowledge, 77.64% read for exam preparation, and varying percentages use resources for other academic purposes. Respondents' usage of electronic resources and printed materials for career development indicates that 68.14% sometimes use both, 70.5% sometimes use e-resources only, and 28.96% use them regularly for this purpose. Study presents a comprehensive overview of various aspects related to the utilization of library and information resources by faculty and postgraduate students in selected pharmacy colleges. It sheds light on patterns of resource usage, satisfaction levels, challenges faced, and perspectives on the importance of resource access in satisfying information needs..

Keywords: Pharmacy Colleges of Telangana State, User of information sources, User studies, Library resources.

Introduction

In the digital age, where information is readily accessible and rapidly evolving, the role of libraries has transformed from static repositories to dynamic hubs of knowledge and collaboration. Within the academic sector, this evolution holds particular significance for institutions such as pharmacy colleges, where the pursuit of knowledge and research is paramount. This study delves into a crucial aspect of this transformation – the utilization of library and information resources by both faculty members and postgraduate (PG) students in carefully chosen pharmacy colleges across the diverse landscape of Telangana State. The availability of comprehensive and up-to-date resources is integral to fostering a rich learning environment and facilitating cutting-edge research. Faculty members, entrusted with disseminating knowledge, and PG students, the trailblazers of future innovation, rely heavily on these resources to expand their understanding, refine their skills, and contribute to the advancement of pharmaceutical science. Understanding how these stakeholders engage with the libraries and information resources at their disposal not only sheds light on the efficacy of these resources but also offers insights into the evolving dynamics of education and research within the pharmacy domain.



This research embarks on a journey to uncover the patterns, preferences, and challenges associated with the use of library and information resources. By doing so, it aims to contribute to the enhancement of resource allocation, curriculum development, and overall academic support within pharmacy colleges. Through an exploration of the diverse strategies employed by faculty and PG students to harness these resources, we endeavor to grasp the symbiotic relationship between modern libraries and the scholarly community they serve. As we navigate through the findings of this study, a deeper understanding of the role of libraries and information resources in shaping the academic landscape of Telangana State's pharmacy colleges will undoubtedly emerge.

Review of literature

Agboola (2010) took up a survey to identify information on the use of print and e-resources by agricultural science students in three Nigerian universities. The result reveals that agricultural science students most prefer to use textbooks (42.1%) among print materials, while The Essential Electronic Agricultural Library (TEEAL) is the most preferred among e-resources available in their libraries (52.2%). Major problems faced by the agricultural science students are inadequate access to Internet connectivity and lack of skills on their part to use available e-databases. **Ramesha, J., Urs, R. Rama Raj & Talwar, V.G. (2018)** The rapid progress of ICT has profoundly transformed users. E-resources empower academic users to access numerous scholarly journals from reputable databases. This study assesses e-resource utilization in Bengaluru, Karnataka's Pharmacy colleges. It investigates commonly used e-resources, their purposes, and user satisfaction. The study also examines challenges and user experiences in accessing e-resources. E-resources offer Pharmacy programs flexibility, granting remote access to extensive library content. Employing a survey method, the researcher emailed 200 questionnaires to respondents in 10 colleges, receiving 180 responses, constituting 100%. **Deepa and Azeez (2020)** Conducted a study to investigate the use of web-based information resources and services among research scholars at university libraries in Kerala, India. For the study survey method was used to collect the data. The study reveals that most university libraries have implemented web-based information services. However, the extent of usage is not to the expected level and this is due to the lack of sufficient awareness about the usage methods of web resources and services. The study suggested proper user education and training programs. **Sadashiva Naik, A. & Biradar, B.D. (2020)** The study titled "Utilization of Library Resources in Selected Pharmacy Colleges of Karnataka" examined the usage of library resources by students and faculty in these colleges. This research employed a survey method, collecting primary data through a well-structured questionnaire distributed to 691 faculty members and students, with 686 respondents. The findings recommended several actions: Libraries should engage users daily, diversify resources beyond books and periodicals, and encourage use of audio-visual materials, e-resources, theses, and dissertations. The study also suggested procuring relevant documents, arranging them effectively, acquiring multiple copies, providing user assistance and orientation, transitioning to open access, and equipping libraries with state-of-the-art ICT tools. **Hasugian, J., & Lubis, D. (2021)** The study titled "Library Service Quality and Student Trust: A Case Study of University of Sumatera Utara Library, Indonesia" focused on the USU Library. It aimed to understand the impact of service quality on customer trust and to assess student trust based on education levels. The research employed

surveys with a quantitative approach, determining samples using the Taro Yamane formula. The questionnaire covered 22 items across three LibQUAL dimensions. Data analysis involved Structural Equation Modeling and path analysis through Lisrel version 8.5. Results highlighted a positive, significant correlation between service quality and student trust. Trust levels in the library varied according to education levels. Service quality dimensions significantly influencing student trust were information control and the library's physical space. **Tamil Bharathi, et al. (2021)** in their paper "Awareness and Level of Usage of E-Library and E-services among the Pharmacy College Students in Nilgiris District." Discussed about the growth of Information and communication technological developments that have come with Extreme rapidity. The emerging of new techniques for recording and transmitting sound, text or visual images have proliferated. This study deals with assessing the Awareness and level of usage of E-library and E-Service among the JSS Pharmacy College Students in Nilgiris District. In this study is to assess the general E-Service and Electronic Current Awareness Services (e-CAS), Electronic Selective Dissemination of Information services (e-SDI), E-mail alerting services, Mobile Enabled Library Services, Electronic Theses and Dissertations services (ETDs). **Antasari, I. W. (2022)** In her study titled "Importance of Offline Access Skills for Students in the Digital Era," the author examined information access methods within libraries and institutional repositories. Both online and offline access skills were deemed vital for students. The research aimed to establish a connection between students' access skills and their intent to access information, utilizing the Smart PLS application version 3. The sample comprised 93 UIN Saizu students in semesters 8 and 10 with repository accounts. Findings indicated that offline access skills influenced students' intentions to access information both physically and via the repository. Conversely, online access skills impacted repository access intensity but not the intention to visit the library space significantly. Thus, proficiency in exploring physical materials was inversely related to the intent to use the library, emphasizing the importance of offline access skills for UIN Saizu students.

Objectives of the study:

The following are the major objectives of the study

1. To know the gender and frequency of visit to the Pharmacy college libraries;
2. To know the time spent in the library;
3. To know the purpose of using information resources;
4. To know the extent do you use of electronic resources & printed materials;
5. To know the satisfaction level of respondents towards the resources of the libraries;
6. To identify the problems faced by the users while using information sources.

Methodology

Presently, there are one hundred forty-seven Government and Private Pharmacy colleges in Telangana State. The researcher taken for the survey well established pharmacy colleges i.e. six pharmacy colleges affiliated to Jawaharlal Nehru Technological University, Hyderabad (JNTU) four from Kakatiya University (KU), four from Osmania University (OU) two colleges from Palamuru University (PU) and two pharmacy colleges affiliated to Satavahana University

(SU) to cover the entire Telangana State. The researcher collected the data from the librarians on availability of library resources and services and usage of resources and services by the users. Further, the study is limited to selecte 18 Pharmacy colleges libraries of Telangana State as follows:

1. Chaitanya College of Pharmacy Education and Research, affiliated to KU
2. CMR College of Pharmacy, affiliated to JNTU
3. Dhanvantari College of Pharmaceutical Sciences, affiliated to PU
4. G Pulla Reddy College of Pharmacy, affiliated to OU
5. GokarajuRangaraju College of Pharmacy, affiliated to OU
6. JNTU College of Pharmacy, IST, affiliated to JNTU
7. KU College of Pharmacy, affiliated to KU
8. Max Institute of Pharmaceutical Sciences, affiliated to KU
9. Nalanda College of Pharmacy, affiliated to JNTU
10. Smt. Sarojini Ramulamma College of Pharmacy, affiliated to PU
11. Sree College of Pharmacy, affiliated to KU
12. Sri Balaji College of Pharmacy, affiliated to SU
13. Srikrupa Institute of Pharmaceutical Sciences, affiliated to OU
14. Tirumala College of Pharmacy, affiliated to JNTU
15. Trinity College of Pharmaceutical Sciences, affiliated to SU
16. University College of Technology, OU, affiliated to OU
17. Venkateshwara Institute of Pharmaceutical Sciences, affiliated to JNTU
18. Vishnu Institute of Pharmaceutical Education and Research, affiliated to JNTU

Data analysis

Data analysis is the results of the data obtained in the present investigation. And for the purpose of this study 2700 questionnaires are sent through online to the faculty members and PG students from 18 colleges. Out of which 2500 responses were received. Among the total responses 81.70% respondents are faculty members and are PG students, of Pharmacy colleges in Telangana State. The data collected was scrutinized, classified and tabulated for better understanding and clarity.

Table-1 Gender-wise distribution of respondents

Gender	Faculty (N=290)	PG student (N=2210)	Total (N=2500)	Percentage
Male	194 (66.90%)	1768 (80%)	1962	78.48
Female	96 (33.10%)	442 (20%)	538	21.52
Total	290 (100%)	2210 (100%)	2500	100

It is evident from the table-1 that majority 575(56.37%) of the respondent are male and remaining 445(43.63%) respondents are female.

Table-2 How often do you visit your library

Frequency of library visit	Faculty (N=290)	PG student (N=2210)	Total (N=2500)	Percentage
Daily	62 (21.38%)	423 (19.14%)	485	19.4
Alternative days	50 (17.24%)	428 (19.37%)	478	19.12
Ones in three days	51 (17.59%)	400 (18.10%)	451	18.04
Ones in a week	45 (15.52%)	324 (14.66%)	369	14.76
Rarely	40 (13.79%)	319 (14.43%)	359	14.36
Any other	42 (14.48%)	316 (14.30%)	358	14.32
Total	290 (100%)	2210 (100%)	2500	100

It is important to note that the value of time spent in the library is not solely measured by its duration but also by how effectively it is utilized. While longer visits can offer advantages, the quality of engagement, focus, and purposeful use of library resources are equally significant factors for maximizing the benefits of library visits. However the majority of the 485(19.4%) respondents visit daily and lowest 358(14.32%) visit other occasions like monthly etc.

Table-3 Average time spent in library on a visit

Time spent in the library	Faculty (N=290)	PG student (N=2210)	Total (N=2500)	Percentage
Half hours	102 (35.17%)	724 (32.76%)	826	33.04
Between ½ hours to 2 hours	88 (30.34%)	581 (26.29%)	669	26.76
Between 2 to 5 hours	76 (26.21%)	500 (22.62%)	576	23.04
Any other	24 (8.28%)	405 (18.33%)	429	17.16
Total	290 (100%)	2210 (100%)	2500	100

Table-3 shows that the majority of the 826(33.04%) respondents spent half-hour time followed by those who spent between half an hour and 2 hours 669(26.76%), 2 to 5 hours 576(23.04%), and finally, those who spent more than 5 hours or had irregular intervals 429(17.16%).

Table-4 Which of the following documents do you use in Library?

Use of library resources	Faculty (N=290)	PG student (N=2210)	Total (N=2500)	Percentage
Text books	225 (77.59%)	795 (35.97%)	1020	40.8
General books	200 (68.97%)	795 (35.97%)	995	39.8
Reference	198 (68.28%)	721 (32.62%)	919	36.76
Journals/magazines	220 (75.86%)	675 (30.54%)	895	35.8
Thesis/Dissertations	225 (77.59%)	532 (24.07%)	757	30.28
Newspapers	199 (68.62%)	674 (30.50%)	873	34.92
E-books	221 (76.21%)	725 (32.81%)	946	37.84
E-journals	225 (77.59%)	690 (31.22%)	915	36.6
Databases	223 (76.90%)	597 (27.01%)	820	32.8
E- Thesis/Dissertations	224 (77.24%)	351 (15.88%)	575	23
Any other pl. Specify	189 (65.17%)	271 (12.26%)	460	18.4

Note: Respondents were permitted tick more than one answer

The Table-4 presents that most of the 1020(40.8%) respondents use Text books, followed by 995(39.8%) use General books, 946(37.84%) E-books, 919(36.76%) Reference, 915(36.6%) E-journals, 895((35.8%) Journals/magazines, 873(34.92%) Newspapers, 820(32.8%) Databases, 757(30.28%) Thesis/Dissertations, 575(23%) E-Thesis/Dissertations, and 460(18.4%) respondents use any other information sources like project works, research reports etc.

Table-5 Purpose of using information resources

Purpose of using Information sources	Faculty	PG student	Total	Percentage
To read general books	225 (77.59%)	1768 (80%)	1993	79.72
To read subject books	286 (98.62%)	1759 (79.59%)	2045	81.8
For authentication of information	257 (88.62%)	1489 (67.38%)	1746	69.84
For communication	189 (65.17%)	1691 (76.52%)	1880	75.2

For finding relevant information	220 (75.86%)	1682 (76.11%)	1902	76.08
For literature review	297 (102.41%)	1278 (57.83%)	1575	63
To read for exam purpose	254 (87.59%)	1687 (76.33%)	1941	77.64
To refer question papers	158 (54.48%)	1699 (76.88%)	1857	74.28
To class room assignments	184 (63.45%)	1726 (78.10%)	1910	76.4
For preparation of articles	195 (67.24%)	1268 (57.38%)	1463	58.52
For research work	214 (73.79%)	1546 (69.95%)	1760	70.4
For general study	223 (76.90%)	1746 (79.00%)	1969	78.76
For updating knowledge	220 (75.86%)	1725 (78.05%)	1945	77.8
Other (Please Specify)	254 (87.59%)	1264 (57.19%)	1518	60.72

Note: Respondents were permitted tick more than one answer

It is evident from the Table-5 that the majority of the 2045(81.8%) respondents use To read subject books purpose, followed by 1993(79.72%) of them To read general books, 1969(78.76%) For general study, 1945(77.8%) For updating knowledge, 1941(77.64%) To read for exam purpose, 1910(76.4%) To class room assignments, 1902(76.08%) For finding relevant information, 1880(75.2%) For communication, 1857(74.28%) To refer question papers, 1760(70.4%) For research work, 1746(69.84%) For authentication of information, 1575(63%) For literature review, 1518(60.72%) Other (Please Specify) and 1463(58.52%) For preparation of articles

Table-6 To what extent do you use electronic resources & printed materials in your own work

Parameter	Regularly	Sometimes	Not at all	Total (N=2500)	Percentage
Career development	726 (30%)	1649 (68.14%)	45 (1.86%)	2420	96.8
E-resources only	643 (28.96%)	1565 (70.50%)	12 (0.54%)	2220	88.8
For finding quick information	752 (34.88%)	1394 (64.66%)	10 (0.46%)	2156	86.24
For improving knowledge	606 (29.28%)	1461 (70.58%)	3 (0.14%)	2070	82.8
For study and research	542 (26.91%)	1471 (73.04%)	1 (0.05%)	2014	80.56

Use electronic resources and printed material equally	460 (22.66%)	1569 (77.29%)	1 (0.05%)	2030	81.2
Use electronic resources most of the time	648 (30.47%)	1478 (69.49%)	1 (0.05%)	2127	85.08
Use printed material most of the time	657 (32.36%)	1372 (67.59)	1 (0.05%)	2030	81.2

It is evident from the Tabe-6 that the majority of the 1649(68.14%) respondents some time use electronic resources & printed materials for career development, 1565(70/50%) of them sometimes use for e-resources only and 643(28.96%) use regularly, 1394(64.66%) use sometimes for finding quick information, 1461(70.58%) sometimes use for improving knowledge, and 606(29.28%) use regularly, 1471(70.58%) use sometimes for study and research and 542(26.91%) regularly, 1569(77.29%) use sometimes for Use electronic resources and printed material equally and 460(22.66%) regularly, 1478(69.49%) use sometimes for Use electronic resources most of the time and 648(30.47%) regularly and 1372(67.59%) use sometimes for use printed material most of the time and 657(32.36%) use regularly. Overall very less percentage not at all use electronic resources & printed materials in your own work.

Table-7 Are you satisfied with the documents you use from library to meet your Needs?

Materials	1	2	3	4	5
Text books	487 (19.48%)	1548 (61.92%)	279 (11.16%)	112 (4.48%)	74 (2.96%)
General books	559 (22.36%)	1467 (58.68%)	310 (12.4%)	141 (5.64%)	23 (0.92%)
Reference	397 (15.88%)	1525 (61%)	408 (16.32%)	137 (5.48%)	33 (1.32%)
Journals/magazines	392 (15.68%)	1543 (61.72%)	367 (14.68%)	152 (6.08%)	46 (1.84%)
Thesis/Dissertations	367 (14.68%)	1571 (62.84%)	334 (13.36%)	167 (6.68%)	61 (2.44%)
Newspapers	404 (16.16%)	1445 (57.8%)	381 (15.24%)	190 (7.6%)	80 (3.2%)
E-books	468 (18.72%)	1536 (61.44%)	229 (9.16%)	174 (6.96%)	93 (3.72%)
E-journals	449 (17.96%)	1488 (59.52%)	355 (14.2%)	164 (6.56%)	44 (1.76%)
Databases	363 (14.52%)	1673 (66.92%)	328 (13.12%)	85 (3.4%)	51 (2.04%)
E-Thesis/Dissertations	327 (13.08%)	1616 (64.64%)	346 (13.84%)	163 (6.52%)	48 (1.92%)
Any other pl. Specify	(0%)	(0%)	(0%)	(0%)	(0%)

(5 point scale: 1=Very satisfied, 2=satisfied, 3=Neither, 4=Dissatisfied, 5=Very dissatisfied)

Table-7 illustrates that the majority 1548(61.92%) of the respondents satisfied with text books and few of the 74(2.96%) respondents very dissatisfied, maximum 1467(58.68%) respondents satisfied with general books and 23(0.92%) of them very dissatisfied, 1525(61%) of them satisfied with Reference books and 33(1.32%) of them very dissatisfied, 1543(61.72%) of them satisfied with Journals/magazines and 46(1.84%) of them very dissatisfied, 1571(62.84%) of them satisfied with Thesis/Dissertations and 61(2.44%) of them very dissatisfied, 1445(57.8%) of them satisfied with Newspapers and 80(3.2%) of them very dissatisfied, 1536(61.44%) of them satisfied with E-books and 93(3.72%) of them very dissatisfied, 1488(59.52%) of them satisfied with E-journals and 44(1.76%) of them very dissatisfied, 1673(66.92%) of them satisfied with Databases and 51(2.04%) of them very dissatisfied, and 1616(64.64%) of them satisfied with E-Thesis/Dissertations and 48(1.92%) of them very dissatisfied.

Table-8 Do you face any problem while accessing library resources?

Opinion on problems	Faculty (N=290)	PG student (N=2210)	Total (N=2500)	Percentage
Yes	65 (22.41%)	1010 (45.70%)	1075	43
No	225 (77.59%)	1200 (54.30%)	1425	57

It is clear from the Table-8 that majority 1425(57%) of the respondents said ‘no’ that they are not face any problem while accessing library resources and 1075(43%) of them said ‘Yes’.

Table-8 If yes then, is your problem due to

Problems	Faculty (N=65)	PG student (N=1010)	Total (N=1075)	Percentage
Library staff not supportive	3 (4.62%)	7 (0.69%)	10	0.93
Difficulty books on shelves	21 (32.31%)	235 (23.27%)	256	23.81
Tampering pages	22 (33.85%)	586 (58.02%)	608	56.56
Lack of IT knowledge	2 (3.08%)	14 (1.39%)	16	1.49
Limited Computer terminals	8 (12.31%)	73 (7.23%)	81	7.53
Slow speed of internet	9 (13.85%)	95 (9.41%)	104	9.67

It is explains from the Table-8 that majority of the 608(56.56%) respondents faced problems while accessing due to tampering pages in the books, 256(23.81%) of them said it is difficult find books on shelves, 81(7.53%) said limited computer terminals, 104(9.67%) said slow speed

of internet, 16(1.49%) said it is lack of IT knowledge, and 10(0.93%) of the respondents said library staff is not supportive.

Table-9 Do you agree that the access to library resources is a pre-requisite to satisfy the Information needs, in the present scenario?

Opinion	Faculty (N=290)	PG student (N=2210)	Total (N=2500)	Percentage
Strongly agree	72 (24.83%)	787 (35.61%)	859	34.36
Agree	154 (53.10%)	1240 (56.11%)	1394	55.76
Disagree	26 (8.97%)	95 (4.30%)	121	4.84
Strongly disagree	22 (7.59%)	34 (1.54%)	56	2.24
Don’t Know	16 (5.52%)	54 (2.44%)	70	2.8
Total	290 (100%)	2210 (100%)	2500	100

It is evident from the table-9 that 1394(55.76%) of the respondents agree about the access to library resources is a pre-requisite to satisfy the Information needs, in the present scenario, 859(34.36%) said strongly agree, 121(4.84%) disagree, 70(2.8%) of them don’t know about access to library resources is a pre-requisite to satisfy the Information needs, in the present scenario and 56(2.24%) of them strongly disagree.

Major findings of the study

- It is found that the majority 575(56.37%) of the respondent are male and remaining 445(43.63%) respondents are female.
- It is observed that majority of the 485(19.4%) respondents visit daily and lowest 358(14.32%) visit other occasions like monthly etc.
- Majority of the 826(33.04%) respondents spent half-hour time followed by those who spent between half an hour and 2 hours 669(26.76%), 2 to 5 hours 576(23.04%), and finally, those who spent more than 5 hours or had irregular intervals 429(17.16%).
- Most of the 1020(40.8%) respondents use Text books, followed by 995(39.8%) use General books, 946(37.84%) E-books, 919(36.76%) Reference, 915(36.6%) E-journals, 895((35.8%) Journals/magazines, 873(34.92%) Newspapers, 820(32.8%) Databases, 757(30.28%) Thesis/Dissertations, 575(23%) E-Thesis/Dissertations, and 460(18.4%) respondents use any other information sources like project works, research reports etc.
- Majority of the 2045(81.8%) respondents use To read subject books purpose, followed by 1993(79.72%) of them To read general books, 1969(78.76%) For general study, 1945(77.8%) For updating knowledge, 1941(77.64%) To read for exam purpose,

1910(76.4%) To class room assignments, 1902(76.08%) For finding relevant information, 1880(75.2%) For communication, 1857(74.28%) To refer question papers, 1760(70.4%) For research work, 1746(69.84%) For authentication of information, 1575(63%) For literature review, 1518(60.72%) Other (Please Specify) and 1463(58.52%) For preparation of articles

- Majority of the 1649(68.14%) respondents some time use electronic resources & printed materials for career development, 1565(70/50%) of them sometimes use for e-resources only and 643(28.96%) use regularly, 1394(64.66%) use sometimes for finding quick information, 1461(70.58%) sometimes use for improving knowledge, and 606(29.28%) use regularly, 1471(70.58%) use sometimes for study and research and 542(26.91%) regularly, 1569(77.29%) use sometimes for Use electronic resources and printed material equally and 460(22.66%) regularly, 1478(69.49%) use sometimes for Use electronic resources most of the time and 648(30.47%) regularly and 1372(67.59%) use sometimes for use printed material most of the time and 657(32.36%) use regularly.
- It is found that the majority 1548(61.92%) of the respondents satisfied with text books and few of the 74(2.96%) respondents very dissatisfied, maximum 1467(58.68%) respondents satisfied with general books and 23(0.92%) of them very dissatisfied, 1525(61%) of them satisfied with Reference books and 33(1.32%) of them very dissatisfied, 1543(61.72%) of them satisfied with Journals/magazines and 46(1.84%) of them very dissatisfied, 1571(62.84%) of them satisfied with Thesis/Dissertations and 61(2.44%) of them very dissatisfied, 1445(57.8%) of them satisfied with Newspapers and 80(3.2%) of them very dissatisfied, 1536(61.44%) of them satisfied with E-books and 93(3.72%) of them very dissatisfied, 1488(59.52%) of them satisfied with E-journals and 44(1.76%) of them very dissatisfied, 1673(66.92%) of them satisfied with Databases and 51(2.04%) of them very very dissatisfied, and 1616(64.64%) of them satisfied with E-Thesis/Dissertations and 48(1.92%) of them very dissatisfied.
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